DOCUMENT RESUME

ED 381 607 UD 030 374

AUTHOR Whitmore, Kathryn F.; Crowell, Caryl G.
TITLE Inventing a Classroom. Life in a Bilingual, Whole Language Learning Community.
REPORT NO ISBN-1-57110-002-4
PUB DATE 94
NOTE 285p.
AVAILABLE FROM Stenhouse Publishers, 226 York Street, York, ME 03909 ($18.50).
PUB TYPE Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Bilingual Education; Bilingual Students; *Cultural Awareness; *Curriculum Development; Educational Research; Ethnography; Grade 3; *Language Skills; Learning; *Literacy; Primary Education; Qualitative Research; War; *Whole Language Approach; Working Class
IDENTIFIERS Middle Ages

ABSTRACT

This book is based on research conducted in a bilingual, (Spanish and English) working-class neighborhood third-grade classroom. It is a qualitative, ethnographic study of the classroom as a system that uses exemplary teaching to show how whole language learning can be explained as a tension between personal invention and social convention. The Sunshine Room, as the classroom was called, evolved throughout the 2 years of the study. The four critical events that are narrated were: (1) the process of negotiating curriculum for the year; (2) the creation of a theme cycle about the Middle Ages; (3) the vicarious experience of war through children's literature and discussion; and (4) a friendship between two children from different cultures. In keeping with the whole language approach, the classroom exemplified a high level of intellectual expectation, symmetric power and trust relationships, authentic language and literacy events, and additive bilingualism and biliteracy. Thirty-three figures illustrate the discussion. Four appendixes present bibliographies for the study of the Middle Ages and war and peace, a whole-language checklist, and an excerpt from a classroom script. (Contains 190 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****